



**THE ABILITY OF WRITING RECOUNT TEXT OF THE
EIGHTH GRADE STUDENTS OF SMP 1 MEJOBO KUDUS
IN THE ACADEMIC YEAR 2013/2014
TAUGHT BY USING GUIDING QUESTIONS TECHNIQUE**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education**

**By
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**ENGLISH EDUCATION DEPARTMENT
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2014**

MOTTO AND DEDICATION

Motto:

- *Do what you can, with what you have, where you are.*
- *You can, if you think you can.*
- *When the life gives you a hundred reasons to cry, show life that you have a thousand reasons to smile.*

Dedications:

This is especially dedicated to:

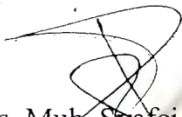
- *Allah SWT, The Almighty*
- *Her beloved father and mother who always give their love and support.*
- *Her sister, Nova Theresia.*
- *Her boyfriend, Mustika Utama.*
- *Her beloved friends, “Eleveners Plus” for the support.*

ADVISORS' APPROVAL

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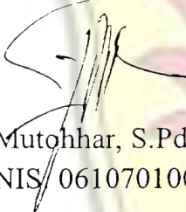
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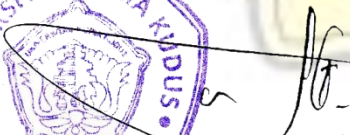


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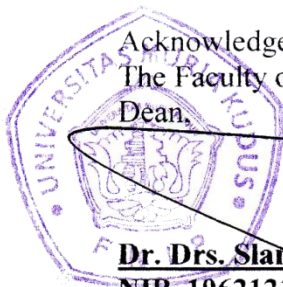
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There are many people helped the writer during the writing this final project and it would be impossible to mention of all them. In this chance, the writer would like to express deeper appreciation to:

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Kudus, January 2014

The Writer,

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ABSTRACT

Septianingsih, Ria. 2013. *The Ability of Writing Recount Text of The Eighth Grade Students of SMP 1 Mejobo Kudus in the Academic Year 2013/ 2014 Taught by Using Guiding Questions Technique*. Skripsi. English Education Departmen, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Muh. Syafei. M.Pd. (ii) Mutohhar, S.Pd, M.Pd.

Key Words: *Guiding Questions Technique, Writing, Recount Text.*

Writing is one of important skills which must be taught to Junior High School. Writing is the ability to write something that develops the idea to be a good paragraph. Students cannot write well because they have limited knowledge in English grammar and vocabulary. There fore the teacher should have alternative ways to teach in writing. To solve the students problem to share their idea on written, Guiding Questions Technique is used to teach them in motivating their writing skill.

The objective of the research is to find out whether or not there is any significant difference between the ability of writing recount text of the eighth grade students of SMP 1 Mejobo Kudus in the academic year 2013/ 2014 before and after being taught by using guiding questions technique.

This is an experimental research. The population is the eighth grade students of SMP 1 Mejobo Kudus in the academic year 2013/ 2014. The total number of the population is 270 students. They are grouped into nine classes. The sample is taken one class from the population by using cluster random sampling through lottery. The writer got VIII E which consists of 34 students. The writer gave written tests; pre-test and post-test.

There sult of the ability of writing recount text of the eighth grade students of SMP 1 Mejobo Kudus in the academic year 2013/2014, the mean of pre-test is 61.50 and the mean of post-test is 72.90. It's concluded that t-observation is 7.86 in the level of significance (α) = 0.05 and the degree of freedom (df) 29 which is gained from N-1, the t-table is 2.05. Thus, H_0 is denied and H_a is confirmed. So the hypothesis state, "there is any significant difference between the ability of writing recount text of the eighth grade students of SMP1 Mejobo Kudus in the academic year 2013/2014 before and after being taught by using Guiding Questions Technique" is confirmed.

The writer hope the study can be used by teacher as one way to enrich the reference about improving the students writing skill in the eighth grade students, and also as a consideration for the teacher to choose guiding questions technique as an alternative to help and make the students write recount text easily.

ABSTRAKSI

Septianingsih, Ria. 2013. *Kemampuan Menulis Teks Recount Pada Siswa Kelas VIII SMP 1 Mejobo Kudus Tahun Ajaran 2013/ 2014 Diajar Menggunakan Teknik Bimbingan Pertanyaan*. Skripsi. Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Drs. Muh. Syafei. M.Pd. (2) Mutohhar, S.Pd, M.Pd.

KataKunci: *Menulis, Teks Recount, Bimbingan pertanyaan*

Menulis adalah salah satu ketrampilan penting yang harus diajarkan di sekolah tingkat pertama. Menulis adalah kemampuan untuk menulis sesuatu yang mengembangkan ide menjadi sebuah paragraf yang baik. Siswa tidak bias menulis dengan baik karena mereka memiliki pengetahuan yang terbatas dalam tata bahasa Inggris dan kosa kata. Oleh karena itu, guru harus memiliki cara alternatif untuk mengajar secara tertulis. Untuk memecahkan masalah siswa untuk berbagi ide mereka secara tertulis. Teknik bimbingan pertanyaan digunakan untuk mengajar mereka dalam memotivasi kemampuan menulis mereka.

Tujuan dari penelitian ini adalah untuk mengetahui adakah perbedaan yang significant dari kemampuan menulis teks recount dari siswa kelas delapan SMP 1 Mejobo Kudus pada tahun ajaran 2013/2014 sebelum dan sesudah diajar menggunakan teknik bimbingan pertanyaan.

Populasi adalah siswa kelas delapan SMP 1 Mejobo Kudus pada tahun akademik 2013/2014. Jumlah populasi adalah 270 siswa .Mereka dikelompokkan menjadi Sembilan kelas. Penulis mengambil satu kelas sebagai sampel dengan menggunakan clusterrandom sampling. Penulis mendapat kelas VIIIE, terdiri dari 30 siswa. Penulis memberikan test tertulis dengan memberikan pre-test dan pos-test.

Hasil dari kemampuan menulis recount teks di kelas delapanSMP1 Mejobo Kudus tahun2013/2014, rata-rata dari pre-test 61.5 dan rata-rata dari post-test adalah 72.9. hal ini dapat disimpulkan bahwa t-pengamatan 7.86 pada tingkat signifikan (α)=0.05 dan derajat kebebasan (df) 29 yang diperoleh dariN-1,t-tabel adalah 2.05. dengan demikian, Ho ditolak dan Ha dikonfirmasi. Jadi hipotesis menyatakan “ada perbedaan yang signifikan antara kemampuan menulis recount text dari siswa kelas delapan SMP 1 Mejobo Kudus pada tahun ajaran 2013/2014 sebelum dan sesudah diajarkan menggunakan teknik bimbingan pertanyaan adalah dikonfirmasi.

Penulis berharap penelitian ini dapat digunakan oleh guru sebagai salah satu cara untuk memperkaya referensi mengenai meningkatkan keterampilan menulis siswa pada siswa kelas delapan, dan juga sebagai pertimbangan baik guru untuk memilih teknik membimbing pertanyaan sebagai alternative untuk membantu dan membuat siswa menulis teks recount dengan mudah.

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